



Fernhill Primary Academy
Art Progression of skills and knowledge

EYFS	Explore, develop and evaluate work.	Drawing	Painting	Printing.	Textiles/Collage	Sculpture
Skills	<ul style="list-style-type: none"> - Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> - Hold and control a variety of media and use them to make and repeat various marks and lines. - Use lines to create shapes, patterns and textures. - Drawing with light lines (e.g. chalk) on a dark surface. - Name, choose and match primary and secondary colours. - Drawing and painting on a range of surfaces and scales - Start to produce different patterns and textures from observations, imagination and illustrations. 	<ul style="list-style-type: none"> - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on - Recognise and name the primary colours being used. - Mix and match colours to different artefacts and objects. - Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	<ul style="list-style-type: none"> - Load an object with paint and print it. - Make rubbings from textured surfaces. Recognise pattern in natural and man-made objects. - Printing objects to make pictures, patterns and/or textures. Printing regular and irregular patterns. Creating printed patterns and textures for collage – talking about their prints. 	<ul style="list-style-type: none"> - Collect and classify fabrics and threads into colours and different textures. - Hold scissors and cut fabrics and threads. - Thread beads onto a lace or string. - Handling and manipulating a wide range of fabrics and threads. - Using fabrics as materials for inclusion in collages. - Wrapping dolls and other shapes in fabrics. Dressing themselves and talking about 	<ul style="list-style-type: none"> - Mould and create simple shapes with malleable materials, e.g. dough - Assemble and dis-assemble component parts of a range of construction kits. - Combine boxes and other found materials to create junk models. - Use simple tools to cut, shape and impress patterns and textures in a range of materials. tubes. - Structures can be made by putting separate objects or units together.
Vocabulary						

Year 1 Cycle A	Explore and develop and evaluate work	Drawing Cycle A Term 2	Painting Cycle A Term 1,5	Printing	Textiles/Collage Cycle A Term 3,6	Sculpture Cycle A Term 4
Skills	<ul style="list-style-type: none"> - Record and explore ideas from first hand observations, experiences and imagination. - Ask and answer questions about the starting points for their work, and develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. - Review what they and others have done and say what they think and feel about it. - Identify what they might change in their current work and develop in their future work. 	<ul style="list-style-type: none"> - Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. - Use a sketchbook to gather and collect information. - Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> - Use a variety of tools and techniques including the use of different brush sizes and types. - Mix and match colours to artefacts and objects. - Work on different scales - Use different types of paints. - Create different textures. e.g. adding sand or sawdust to paint. 	<ul style="list-style-type: none"> - Make marks in print with a variety of object, including natural and man-made objects. - Carry out different printing techniques. E.g. monoprint, block, relief and resist printing. - Make rubbings. - Build a repeating pattern and recognize pattern in the environment. 	<ul style="list-style-type: none"> - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons sewing and binca. - How to thread a needle, cut, glue and trim material. - Create images from imaginations, experience or observation. - Use a wide variety of media, including photocopied materials, fabric, plastic, tissue, magazines, crepe paper etc. 	<ul style="list-style-type: none"> - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpted with a range of malleable media, especially clay. - Experiment with construct and join recycled, natural and man-made materials. - Explore shape and form.
Vocabulary	Record, explore, observations, experience, imagination, differences, similarities, artists, craftspeople, designers. Evaluate.	Media, colour, line, shape, sketchbook	Tools, techniques, brushes sizes. Artefacts, scales, paints. texture	Print, marks, objects, natural, man-made, monoprint, block print, relief and resist, rubbings, repeated patterns.	Weaving, knitting, thread, needle, cut, glue, material, media.	Manipulate, roll, knead, shape, malleable, construct, join.

Year 2 Cycle B	Explore and develop and evaluate work	Drawing Cycle B Term 1	Painting Cycle B Term 2,6	Printing Cycle B Term	Textiles/Collage Cycle B Term 2,4	Sculpture Cycle B Term 3,5
Skills	<ul style="list-style-type: none"> - Record and explore ideas from first hand experiences, observations and imagination. - Ask and answer questions about the starting points for their work and the processes that they have used. - Develop their ideas. - Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. - Review what they and others have done and say what they think and feel about it. E.G> annotate sketch book. - Identify what they might change in their current work or develop in their future work. <p>Annotate in their sketch book.</p>	<ul style="list-style-type: none"> - Layer different media, e.g. crayons, pastels, felt tips, charcoal and ball point. - Understand the basic use of a sketchbook and work out ideas for drawings. - Draw for a sustained period of time from the figures and real objects including single and grouped objects. <p>Experiment with visual elements: line, shape, colour and pattern.</p>	<ul style="list-style-type: none"> - Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques including layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales, e.g. . large brush on large paper etc. <p>Mix and match colours using artefacts and objects.</p>	<ul style="list-style-type: none"> - Use a variety of techniques, including relief, press printing, fabric printing and rubbings. - Design patterns of increasing complexity and repetition. <p>Print using a variety of materials objects and techniques.</p>	<ul style="list-style-type: none"> - Use a variety of techniques, including weaving, knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery. - Create textures collages from a variety of materials. - Make a simple mosaic. <p>Stitch, knot and use other manipulative skills.</p>	<ul style="list-style-type: none"> - Manipulate clay for a variety of purposes including thumb pots, simple coil pots and models. - Build a texture relief tile. <p>Understand the safety and basic care of material and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>
Vocabulary	Record, explore, question, review, annotate.	Line, shape, colour, pattern, layers, layering.	Primary colours, secondary colours, shades and tones, tools and techniques, layering, media, scales.	Technique, relief, press, fabric printing, rubbings, pattern, design, complexity, repetition,	Weaving, tie-dyeing, resist, applique, embroidery. texture	Manipulate,

Year 3 Cycle A	Explore and develop and evaluate work	Drawing. Cycle A Term	Painting Cycle A Term	Printing. Cycle A Term	Textiles/collage Cycle A Term	Sculpture Cycle A Term
Skills	<ul style="list-style-type: none"> - Select and record from first hand observations, experiences and imagination and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artist, craftspeople and designers working in different times and cultures. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate their work in their sketchbook. 	<ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements. - Plan, refine and alter their drawing as necessary. - Use their sketchbook to collect and record visual information from different sources. - Draw for a sustained period of time at their own level. - Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> - Mix a variety of colours and know which primary colours make secondary colours. - Use a developed colour vocabulary. - Experiment with different effects and textures including blocking in colour, colour washes, thickened paint. Etc. - Work confidently on a range of scales, thin brush on small paper etc. 	<ul style="list-style-type: none"> - Print using a variety of materials, objects and techniques, including using layering. - Talk about the processes used to produce a simple print. - Explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> - Use a variety of techniques, including printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique. - Name the tools and materials they have used. - Develop skills in stitching, cutting and joining. - Experiment with a range of media. E.g. overlapping and joining. 	<ul style="list-style-type: none"> - Join clay adequately and work reasonably independently. - Construct a simple clay base for extending and modelling other shapes. - Cut and join wood safely and effectively - Make a simple papier mache object - Plan and design models.
Vocabulary	Observations, experiences, imagination explore, compare, methods, approaches, evaluate, adapt, annotate.	Grades of pencil, refine and alter, sketchbook, visual information, variation in line, texture, tone, colour, shape and pattern.	Primary and secondary colours. Words to describe different colours. Effects, textures, blocking, colour wash. scale			

Year 4 Cycle B	Explore and develop and evaluate work	Drawing Cycle B Term	Painting Cycle B Term	Printing Cycle B Term	Textiles/Collage Cycle B Term	Sculpture Cycle B Term
Skills	<ul style="list-style-type: none"> - Select and record from first hand experience and imagination and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. ANCIENT EGYPT – Eye of Horus - Explore the roles and purposes of artists and craftspeople and designers working in different times and cultures. ANGLO-SAXON WEAVING - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ANCIENT EGYPT – Eye of Horus - Adapt their work according to their views and describe how they might develop it further. ANCIENT EGYPT – Eye of Horus 	<ul style="list-style-type: none"> - Make informed choices in drawing, Inc. choice of paper and media. - Alter and refine drawings and describe changes using art vocabulary. - Collect images and information independently in a sketchbook. ANCIENT EGYPT – Eye of Horus - Use research to inspire drawing from memory and imagination. ANCIENT EGYPT – Eye of Horus - Explore relationships between line and tone, pattern and shape, line and texture. TRADERS OR RAIDERS? HOT TO TRAIN YOUR DRAGON – DRAGON EYE SKETCHING 	<ul style="list-style-type: none"> - Make and match colours with increasing accuracy. - Use more specific colour language e.g. tine, tone, shade, hue. - Choose paints and implements appropriately. - Plan and create different effects and textures with paint according to what they need for the task. - Show increasing independence and creativity with the painting process. RE – ART AT CHRISTMAS GEOGRAPHY – MONET'S WATER LILIES 	<ul style="list-style-type: none"> - Research, create, and refine a print using a variety of techniques. - Select broadly the kinds of material to print with in order to get the effect they want. - Resist printing including marbling, silk screen and Coldwater paste. ANCIENT EGYPT – PRINTING HEIROGLYPHS 	<ul style="list-style-type: none"> - Match the tool to the material. - Combine skills more readily - Choose collage or textiles as a means of extending work already achieved. - Refine and alter ideas and explain choices using an art vocabulary. - Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile element. WATER CYCLE – WATER COLLAGE 	<ul style="list-style-type: none"> - Make informed choices about the 3d technique chosen. - Show an understanding of shape, space and form. - Plan, design, make and adapt models. - Talk about their work understanding that it has been sculpted, modelled or constructed. - Use a variety of materials. MOUNTAINS AND VOLCANOS – SCULPT VOLCANOS
Vocabulary	Select, record, experience, observe, imagination. Explore, purpose, compare, methods, approach, evaluate, adapt.	Line and tone, pattern and shape, line and texture. Relationships.	Line and tone, pattern and shape, line and texture. Relationships.	Research, create, refine, print, marbling, silk screen,	Explain, tactile	3d technique., shape, space, form sculpt, construct, model

Year 5 Cycle A	Explore and develop and evaluate work	Drawing Cycle A Term 4	Painting Cycle A Term 2	Printing Cycle A Term 3	Textiles/Collage Cycle A Term 1,6	Sculpture Cycle A Term 5
Skills	<ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contracting colours. - Work on preliminary studies to text media and material. - Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> - Explain a few techniques used. E.g. mono, resist - Choose the printing method appropriate to the task - Build up layers, colours and textures. - Organize their work in terms of pattern, repetition, symmetry or random printing styles. - Choose inks and overlay colours. 	<ul style="list-style-type: none"> - Join fabrics in different ways, including stitching. - Use different grades and uses of threads and needles, - Extend their work within a specified technique. - Use a range of media to create collage. - Experiment with using batik, Safely. 	<ul style="list-style-type: none"> - Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man-made materials to create sculpture. - Plan a sculpture through drawing and preparatory work.
Vocabulary	Select and record, observation, experience, imagination, explore, starting points, processes, compare, methods, approaches, adapt, evaluate.	Line, tone, colour, shape, pattern, texture, Observation, experience, imagination. Sketchbook.	Primary and secondary, warm and cold, complementary and secondary colours. Preliminary studies.	Mono, resist. Pattern, repetition, symmetry, layers. Textures.	Join, stitch, thread, needle, technique, media, collage, batik	Qualities, preparation.

Year 6 Cycle B	Explore and develop and evaluate work	Drawing Cycle B Term 1	Painting Cycle B Term 3	Printing Cycle B Term 6	Textiles/ Collage Cycle B Term 2,4	Sculpture Cycle B Term 5
Skills	<ul style="list-style-type: none"> - Select and record form first hand observation, experiences and imagination and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas and processes to use in their work. - Explore the roles and purposes of artists, crafts people and designers working in different times and cultures. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work. - Develop ideas using a different or mixed media using a sketch book. - Manipulate and experiment with the elements of art, line, tone, pattern, form, space, colour and shape. 	<ul style="list-style-type: none"> - Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix colours. - Work from a variety of sources, including those researched independently. - Show an awareness of how paintings are created. 	<ul style="list-style-type: none"> - Describe varied techniques. - Be familiar with layering prints. - Be confident with printing on paper and fabric. - Alter the modify work. - Work relatively independently. 	<ul style="list-style-type: none"> - Awareness of the potential of the use of materials. - Use different techniques, colours, and textures etc, when designing and making pieced of work. <p>To be expressive and analytical to adapt, extend and justify their work.</p>	<ul style="list-style-type: none"> - Develop skills in using clay, including slabs, coils, slips etc. - Create sculpture and construction with increasing independence.
Vocabulary	Select and record, observation, experience, imagination, explore, starting points, processes, compare, methods, approaches, adapt, evaluate.	Wet media, dry media, mixed media. Elements of art, line, tone, pattern, form, space, colour and shape	Shades and tints, composition.	Technique, layering.	Potential, design, analysis, evaluate, adapt.	

